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ABSTRACT

All 2-year and 4-year colleges and universities in the United States were surveyed regarding registrations in foreign language courses. A total of 2,633 institutions responded, of which 2,341 reported enrollments in one or more foreign languages. In addition, a representative sample of 207 institutions and 286 foreign language departments were surveyed regarding the distribution of language course enrollments according to course level. Overall, registrations declined in ancient Greek and Russian, and Spanish continued to be the most commonly taught language. Twenty tables present full survey data by state or region for the seven most commonly taught languages and comparative data from 4 previous years. Additional tables report course level data from the subsample. (RW)

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FINAL REPORT

Grant No. G008001736

Richard I. Brod
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

SURVEY OF FOREIGN LANGUAGE COURSE REGISTRATIONS IN U.S. COLLEGES AND UNIVERSITIES, FALL 1980

July 1982

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International Education Programs

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U.S. DEPARTMENT OF EDUCATION

International Education Programs

ABSTRACT

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U.S. Department of Education, International Education Programs, Grant No. G008001736

This report is in two parts. The first is based on a questionnaire survey sent to the registrars of all two-year and four-year colleges and universities in the United States. Replies were received from 2,633 institutions, of which 2,341 reported registrations in one or more foreign languages. The second part, a new feature of the 1980 investigation, is based on a questionnaire survey using a sample of 207 institutions and 286 foreign language departments selected to be representative, by size, geographical location, and highest degree offered, of American higher education.

The fall 1980 survey shows a decline of .9% in total foreign language registrations between 1977, the year of the last previous survey conducted by the MLA, and 1980. Registrations declined by more than ten percent in Ancient Greek and Russian, but modest increases were reported in French, Italian, Latin, Spanish, and the aggregate of the so-called "other" or less-commonly taught languages. Spanish continued to be the leading language in U.S. colleges and universities, accounting for 46.7% of the total.

The report contains two sections and two appendices. The first section consists of an introduction, six summary tables, and fourteen detailed tables, all reporting the full survey of college and university enrollments. The detailed tables present data by state or by region for the seven most commonly taught languages and for the "other" languages as a block, as well as detailed comparative figures from surveys undertaken in 1968, 1970, 1974, and 1977. Section two includes a summary and six tables, reporting the new sample survey which characterizes the distribution of language enrollments according to course level.

The two appendices are an institutional directory of language enrollments and a copy of the enrollment survey instrument.

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FOREWORD

The present study of college language registrations is the fourteenth in a series that the Modern Language Association has conducted under contract with or grant from the United States Office or Department of Education. It is the sixth to present data for all foreign languages, both classical and modern, in colleges and universities in the United States. The main body of the report consists of a set of six summary tables (designated A through F), a set of fourteen tables giving detailed breakdowns of the Fall 1980 data as well as trends going back to 1968, plus a computer-printed directory of the complete language registration data reported by the 2,341 responding institutions which reported enrollments in one or more foreign languages.

To facilitate the study of trends in foreign language registrations over the 20 year period between 1960 and 1980, registration data from surveys undertaken in 1960, 1965, 1968, 1970, 1972, 1974, 1977, and 1980 were incorporated into summary tables A, C, D, E, F; and data from the 1968, 1970, 1974, 1977, and 1980 surveys are juxtaposed in several of the detailed tables (specifically, tables 4 through 10 and 13). In the latter set of tables, the year 1968 has been chosen as the base year for the calculation of comparative index figures for the individual languages and regions to show the trends over the past decade. The survey of 1968 reflects the peak of total foreign language enrollments in higher education.

It should be borne in mind, in consulting the comparative figures, that they derive from different institutional bases in the different years, ranging from a base of 1,661 institutions in 1960 to 2,341 in 1980. In each year, however, the response rate achieved by the MLA survey has been above 95%, in the last four surveys above 99%.

Since 1968 the foreign language research staff has made use of the MLA's computer for recording, compiling, and sorting institutional registration figures for the less commonly taught languages, i.e., all languages other than French, German, Italian, Russian, Spanish, Latin, and Ancient Greek. Since 1974 an expanded computer capacity has enabled the staff to record the entire body of data for commonly and less commonly taught languages alike, a total of 9,230 separate records in 1980. The data can be sorted and printed either by state and institution or by language. The directory portion of the present report consists of the complete print-out by state and institution, separately for the four-year and two-year institutions.

In a departure from past surveys, the current one includes an innovative sample survey, which provides data never before available. By means of a sampling of 207 institutions that were carefully selected by size, highest degree offered, geographical location and public/private control, the survey collected data on level and type of course. Previous surveys have not been able to suggest the levels of course difficulty at which students were enrolled. This sampling provides an indication of the percentage of American students at advanced levels of language study and an estimated attrition rate between levels of language study--nationally, regionally, by language, and by category of institution.

The data for the present report were compiled and tabulated by research associates Martha Browne and Douglas LeMaster, under the supervision of Kurt E. Muller, Assistant Director of Foreign Language Programs. Computer programs for the sorting and printing of the data were developed by MLA's Computer Operations Manager, Cuyler Bleecker.

The staff is grateful to Mrs. Julia Petrov, Chief of Research Programs for the Office of International Education of the U.S. Department of Education, for her helpful cooperation and responsiveness to inquiries and requests. We also acknowledge here the continued excellent cooperation of the college registrars and department chairmen who supplied the data upon which the report is based.

ABBREVIATIONS USED IN THE DIRECTORY

FL	Foreign Language
MFL	Modern Foreign Language
CL	Classical Language
A&M	Agricultural and Mechanical
Acad	Academy
C	College
CC	Community College; City College
Cons	Conservatory
Educ	Education
Ind	Industrial
Inst	Institute
inst	institutions
JC	Junior College
Mus	Music
Poly	Polytechnic
Prep	Preparatory
Sch	School
SJC	State Junior College
STC	State Teachers College
SU	State University
TC	Teachers College
Tech	Technology; Technical
Theo	Theological
U	University

PART ONE

FOREIGN LANGUAGE ENROLLMENTS IN U.S. INSTITUTIONS OF HIGHER EDUCATION—FALL 1980

In 1981 the foreign language research staff of the Modern Language Association completed work on its Fall 1980 Survey of Foreign Language Registrations in U.S. Institutions of Higher Education, the fourteenth in a series of surveys conducted since 1958 under contract with the U.S. Office of Education or its successor, the U.S. Department of Education. Data for the survey were obtained from a questionnaire sent to the registrars of the 2,639 two-year and four-year institutions listed in the MLA's computerized files, plus 240 additional institutions—primarily seminaries—listed in the *Education Directory, Colleges and Universities*, published by the National Center for Education Statistics (NCES). Replies were received from all but 6 of the institutions canvased, giving the MLA a response rate of 99.8%. Among the respondents, 2,341, or 81.5%, reported registrations in one or more languages other than English.

The 1980 survey shows a total of 924,837 foreign language registrations—a drop of only 0.9% since the last published report, for the fall term 1977. The 1970 survey report was the first in the series to show any decline at all: about 1.4% below the peak enrollment year of 1968. The 1972, 1974, and 1977 surveys showed further declines of 9.2%, 6.2%, and 1.4%, respectively. The 1980 results confirm the belief of many observers that enrollments in foreign

language courses have stabilized. While this belief is well supported by the absolute members, language enrollment trends are less encouraging when compared with the continuing growth of college enrollments in general. On a percentage basis, fewer students are enrolling in foreign language courses. Table A compares total college enrollments (as reported by NCES) with the MLA's figures for modern foreign languages, giving a percentage ratio for each of the years in which the MLA conducted its survey.

Table B presents the results of the 1980 enrollment survey, with a breakdown by language for the twelve most commonly taught languages, plus an aggregate figure for the "other" languages; separate tallies for two-year colleges and undergraduate and graduate registrations in four-year colleges and universities; comparative totals from the 1977 survey; and a figure indicating percentage change in the language totals between 1977 and 1980. As the table shows, the various languages reveal widely different trends. Decreases in ancient Greek and Russian, for example, were more severe than the drop in German; Italian and Spanish held steady; and enrollments in French and Latin showed increases for the first time since 1970. Italian is now firmly established in fourth place among the languages. Russian, which held fourth place until 1977, has now fallen to sixth, behind Latin. The biblical languages, ancient Greek and Hebrew, hold seventh and eighth places; Japanese is ninth and Chinese--showing a rise of 15.9% over 1977 levels--tenth; Portuguese, showing a loss, and Arabic, with a 12.9% gain, are in eleventh and twelfth places.

The six leading languages—Spanish, French, German, Italian, Latin, and Russian—accounted for 90.6% of the total registrations in foreign languages in the colleges and universities covered in the survey; the other six languages listed in Table B accounted for an additional 7.9%, and the remaining 1.5% were distributed among 111 additional languages, ancient and modern. Spanish, having displaced French from its leadership position in 1970, remains the most widely taught foreign language in U.S. colleges and universities, as it has been in secondary schools for many years. Spanish now accounts for 46.6% of the total registrations in the five leading modern languages. In 1960, Spanish had only 30% of the total, and French had 38.4%. Table C, based on the registrations in the five leading modern languages, shows the percentage of the total in each language from 1960 to 1980. Table D depicts growth trends in the twelve leading languages over the same twenty-year period.

Foreign Languages in Two-Year Colleges

In 1960, 455 two-year colleges reported foreign language registrations; by 1972 the number had peaked at 899. In the fall 1980 survey, foreign language offerings were reported by 835 two-year colleges, the same number as in 1974 but fewer than in 1977. Having increased steadily since 1972, total language enrollments in two-year colleges underwent a slight (0.8%) decline between 1977 and 1980. While enrollments in Spanish and French rose during the three-year period, those in German fell by 9.4%. Spanish, with 95,499 enrollments, accounts for 58.2% of the two-year college total; French has 22.8%,

German 9.7%. Italian, Japanese, and Chinese (in that order) together account for an additional 6.1% of the two-year college language enrollment total.

Less Commonly Taught Languages

References to the category of "critical" or "strategic" languages were used by the MLA, the U.S. Office of Education, and other agencies during the early 1960s but were later replaced by the designation "less commonly taught" languages. The line between commonly and less commonly taught is arbitrary, but most MLA survey reports have drawn it below the seventh language on the list in descending order of reported registrations. The group of commonly taught languages includes the five "leading" modern foreign languages—French, German, Italian, Russian, and Spanish—plus Latin and ancient Greek. The remaining 116 languages for which enrollments were reported in 1980 fall into various overlapping categories: "strategic," that is, languages widely spoken in politically sensitive areas of the world, for example, Arabic, Hindi, Indonesian; "ethnic," that is, languages spoken by populations of immigrants (or descendants of immigrants) residing in the United States, for example, Polish, Norwegian, Armenian; biblical languages, like Hebrew; ancient languages, such as Ugaritic, Old Church Slavonic, and Old Icelandic, studied through written texts, and primarily by graduate students and scholars; and languages of native American minorities, such as Hawaiian, Navajo, and Yupic. Several languages fall into more than one category, like Portuguese (strategic and ethnic) or Hebrew (ethnic and biblical). Although the MLA's survey questionnaires re-

quest registrars to supply registration figures for all languages, ancient and modern, it is likely that some officials omit data for ancient languages because they assume from the MLA's name that ancient languages are not to be included, and others omit figures for native American languages because these are not, strictly speaking, foreign. Accordingly, the MLA cannot claim authoritative accuracy with respect to enrollments in these categories. Needless to say, there are other instances where information supplied by a registrar may be less than wholly reliable: when, for example, the registrar fails to recognize an unfamiliar foreign word as the name of a language or fails to distinguish between language courses and literature-in-translation courses. On the basis of long experience with the surveys, the MLA believes such errors are relatively rare and that inflated figures, if there are any, are probably balanced by "hidden" enrollments overlooked by responding registrars.

Taken together, the less commonly taught languages--that is, all languages other than the "top seven"--have experienced considerable growth in recent years. In 1968, total enrollment in these languages was 32,813; in 1970, 45,752; in 1972, 59,532; in 1974, 64,132; in 1977, 63,938; and in 1980, 64,263. While less commonly taught languages as a group have grown nearly 96% during this twelve-year period, certain languages have more than doubled their registrations, most notably Arabic, Chinese, Japanese, and Yiddish. Enrollments in Hebrew more than doubled between 1968 and 1974, but they have receded since then to a level that represents 91% growth above the 1968 figure. Similarly, enrollments in Swahili more than tripled between 1968 and 1977, but they have now fallen to a level below that of 1968.

Table A Enrollments in Higher Education Compared with Registrations in Modern Foreign Languages, 1960-80

	1960	1965	1968	1970	1972	1974	1977	1980
Total College Enrollment in U.S.A.[1]	3,582,726	5,526,325	6,928,115	7,920,149	8,265,057	9,023,424	9,807,000	10,454,000
Index of Growth[2]	100.0	154.2	193.4	221.1	230.7	251.9	273.7	291.8
Total MFL Registration[3]	608,749	975,777	1,073,097	1,067,217	963,930	897,077	883,222	877,691
Index of Growth	100.0	160.3	176.3	175.3	158.3	147.4	145.1	144.2
MFL Registration as % of Total College Enrollment	17.0	17.6	15.5	13.5	11.7	9.9	9.0	8.4

Percentage Growth between Surveys

	1960-65	1965-68	1968-70	1970-72	1972-74	1974-77	1977-80
Total College Enrollment	54.2	25.4	14.3	4.4	9.2	8.7	6.6
MFL Registrations	60.3	10.0	-0.5	-9.7	-6.9	-1.5	-0.6

[1]Source: National Center for Education Statistics, USED. Figures show total degree-credit enrollments in the 50 states and the District of Columbia. The figure for 1980 is an estimate of degree-credit enrollments (1977 figure is a revised estimate), Table 82, draft of Digest of Education Statistics, 1982 (Washington, D.C.: NCES, 1982).

[2]For index figures, 1960 = 100.0

[3]MFL = Modern Foreign Languages, i.e., all categories in Table 2 except Latin and Ancient Greek.

Table B Fall 1980 Survey of Foreign Language Registrations in U.S. Institutions of Higher Education*

	TOTAL Registrations 1977	1980 Two-year Colleges	1980 Four-year Institutions Undergrad.	1980 Four-year Institutions Graduate	1980 Total Four-Year Institutions	TOTAL Registrations 1980	Percent Change in Total 1977-1980
Arabic	3,070	194	2,862	410	3,272	3,466	+12.9
Chinese	9,809	1,698	9,048	620	9,668	11,366	+15.9
French	246,115	37,512	205,197	5,652	210,849	248,361	+0.9
German	135,371	15,993	106,371	4,546	110,917	126,910	-6.2
Greek, Ancient	25,843	401	16,887	4,823	21,710	22,111	-14.4
Hebrew	19,356	866	14,437	4,126	18,563	19,429	+0.4
Italian	33,327	5,706	28,252	833	29,085	34,791	+4.4
Japanese	10,721	2,619	8,511	376	8,887	11,506	+7.3
Latin	24,403	566	23,684	785	24,469	25,035	+2.6
Portuguese	4,954	424	4,175	295	4,470	4,894	-1.2
Russian	27,784	974	21,776	1,237	23,013	23,987	-13.7
Spanish	376,697	95,499	276,459	7,421	283,880	379,379	+0.7
Other	16,028	1,724	10,806	1,072	11,878	13,602	-15.1
TOTAL	933,478	164,176	728,465	32,196	760,661	924,837	-0.9

*Based on returns from 835 two-year institutions and 1,506 four-year institutions reporting enrollments in one or more foreign languages.

Table C Distribution of Students among the Five Leading Modern Foreign Languages, 1960-80, in Percentages

	1960	1968	1970	1972	1974	1977	1980
French	38.4	37.3	35.2	32.4	30.4	30.0	30.5
German	24.6	20.8	19.8	19.6	18.3	16.5	15.6
Italian	1.9	2.9	3.4	3.7	4.0	4.1	4.3
Russian	5.1	3.9	3.5	4.0	3.9	3.4	2.9
Spanish	30.0	35.1	38.1	40.3	43.4	46.0	46.7

Table D Registration in Ten Less Commonly Taught Foreign Languages, 1960-80

	1960	1968	1970	Percentage Change, 1960-70	1972	1974	1977	1980	Percentage Change, 1970-80
Arabic	541	1,100	1,333	146.4	1,669	2,034	3,070	3,466	160.0
Chinese	1,844	5,061	6,238	238.3	10,044	10,616	9,809	11,366	82.2
Hebrew	3,834	10,169	16,567	332.1	21,091	22,371	19,356	19,428	17.3
Japanese	1,746	4,324	6,620	279.2	8,273	9,604	10,721	11,506	73.8
Norwegian	722	1,103	1,084	50.1	1,248	1,557	1,520	1,616	49.1
Polish	537	656	734	36.7	954	1,118	1,156	1,268	72.8
Portuguese	1,033	4,048	5,065	390.3	4,837	5,073	4,954	4,894	-3.4
Swahili	22	608	1,787	8,022.7	2,322	1,694	2,225	576	-67.8
Swedish	622	1,101	1,138	83.0	1,166	1,396	1,534	1,575	38.4
Yiddish	13	109	257	1,876.9	912	1,079	1,144	944	267.3

Table E
Trends in Registrations in the Five Leading Modern Languages, 1960-80,
by Language (All Institutions)

TOTAL REGISTRATIONS	1960	1968	1970	1972	1974	1977	1980
French	228,813	388,096	359,313	293,084	253,137	246,115	248,361
German	146,110	216,263	202,569	177,062	152,139	135,371	126,910
Italian	11,142	30,359	34,244	33,312	32,996	33,327	34,791
Russian	30,570	40,696	36,189	36,408	32,522	27,784	23,987
Spanish	178,689	364,870	389,150	364,531	362,151	378,697	379,379
TOTAL	595,324	1,040,284	1,021,465	904,398	832,945	819,294	813,428
INDEX OF GROWTH							
French	100.0	169.6	157.0	128.1	110.6	107.6	108.5
German	100.0	148.0	138.6	121.1	104.1	92.7	86.9
Italian	100.0	272.5	307.3	299.0	296.1	299.1	312.2
Russian	100.0	133.1	118.4	119.1	106.4	90.9	78.5
Spanish	100.0	204.2	217.8	204.0	202.7	210.8	212.3
TOTAL	100.0	174.7	171.6	151.9	139.9	137.6	136.6

PERCENT GROWTH BETWEEN SURVEYS	1960-68*	10-Year Period, 1960-70	10-Year Period, 1970-80	20-Year Period, 1960-80	Change from 1968*
French	69.6	57.0	-30.9	8.5	-36.0
German	48.0	38.6	-37.3	-13.1	-41.3
Italian	172.5	207.3	1.6	212.2	14.6
Russian	33.1	18.4	-33.7	-21.5	-41.1
Spanish	104.2	117.8	-2.5	112.3	4.0
TOTAL	74.7	71.6	-20.4	36.6	-21.8

* Peak year for language enrollments

TABLE F

FOREIGN LANGUAGE REGISTRATIONS, HIGHER EDUCATION, FALL 1980 (All Levels)

Afrikaans	5	Italian	34,791	Turkish,Ottoman	5
Akkadian	95	Japanese	11,506	Tuvin	3
Albanian	2	Javanese	9	Ugaritic	22
Amharic	9	Kikongo	1	Ukrainian	111
Arabic	3,466	Korean	365	Urdu	23
Aramaic	142	Krio	24	Uzbek	12
Armenian	231	Lakota	67	Vedic	1
Assyrian	2	Lao	2	Vietnamese	74
Aymara	5	Latin	25,035	Welsh	8
Azeri	5	Latvian	1	Wolof	51
Balinese	1	Lingala	1	Xhosa	1
Bambara	6	Lithuanian	47	Yiddish	944
Basque	21	Malay-Indonesian	14	Yoruba	127
Bengali	18	Malayalam	4	Yupic	85
Bulgarian	2	Marathi	6	Zulu	41
Burmese	1	Mende	2		
Cambodian	4	Mongolian	13		
Cantonese	39	Mongolian, Clas.	7		
Catalan	19	Navajo	225	Total no. of languages:	123
Chagatai	2	Nepali	6		
Cherokee	29	Norwegian	1,616	Total, 12 leading languages:	
Chinese	11,366	Ojibway	84		
Coptic	12	Pali	24	911,235	
Creole, Haitian	13	Persian	703		
Crow	16	Polish	1,268	Total, other languages:	
Czech	151	Portuguese	4,894		
Dakota	99	Quechua	30	13,602	
Danish	293	Romanian	187		
Dutch	500	Russian	23,987	Total:	924,837
Egyptian	44	Samoan	18		
Estonian	4	Sanskrit	218		
Finnish	152	Serbo-Croatian	182		
Fon	1	Shona	13		
French	248,361	Sinhala	2		
Fulani	3	Slavonic,O.C.	44		
Gaelic	15	Slovak	21		
Georgian	5	Slovenian	21		
German	126,910	Spanish	379,379		
Greek, Anct.	22,111	Sumerian	15		
Greek, Mod.	820	Swahili	576		
Hausa	70	Swedish	1,575		
Hawaiian	610	Syriac	50		
Hebrew	19,429	Tagalog	263		
Hindi	198	Tahitian	9		
Hindi-Urdu	76	Tamil	25		
Hittite	6	Tartar	1		
Hungarian	98	Telugu	9		
Ibo	5	Thai	80		
Icelandic	8	Tibetan	56		
Icelandic, Old	23	Tlingit	5		
Ilokano	17	Tongan	11		
Indonesian	113	Tuamotuan	2		
Iranian	20	Turkic	22		
Irish	13	Turkish	147		

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TABLE 1. TOTAL REGISTRATIONS IN ALL FOREIGN LANGUAGES, BY STATE: FALL 1980
(TOTALS TWO & FOUR YEAR INSTITUTIONS)

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
ALABAMA	6,190	5,654	2,022	942	60	169	2,461	111	332	93
ALASKA	963	744	356	88	-	46	254	-	15	204
ARIZONA	15,807	14,553	2,652	1,519	398	395	9,589	214	124	916
ARKANSAS	3,831	3,676	1,497	665	52	10	1,452	44	91	20
CALIFORNIA	136,962	119,818	30,619	14,854	5,706	2,476	66,163	1,949	2,263	12,932
COLORADO	13,381	12,263	3,590	2,412	341	488	5,432	284	243	591
CONNECTICUT	14,156	12,677	3,599	1,419	1,498	468	5,693	334	165	980
DELAWARE	2,634	2,526	854	366	134	42	1,130	88	17	3
D.C.	10,286	9,086	3,402	1,407	316	673	3,288	184	88	928
FLORIDA	22,102	20,863	5,688	2,318	734	384	11,739	318	244	677
GEORGIA	13,428	12,671	4,819	1,591	172	251	5,838	339	199	219
HAWAII	4,780	1,705	756	261	33	47	608	133	29	2,913
IDAHO	2,151	1,971	565	388	-	17	1,001	35	97	48
ILLINOIS	38,688	33,317	9,599	5,739	1,265	926	15,788	893	1,398	3,080
INDIANA	24,688	21,574	6,605	4,535	909	689	8,836	1,588	642	884
IOWA	12,153	11,001	3,251	2,247	165	410	4,928	466	284	402
KANSAS	8,642	7,959	2,317	1,436	159	324	3,723	309	141	233
KENTUCKY	10,314	8,418	2,966	1,664	94	260	3,434	442	998	466
LOUISIANA	12,838	12,076	5,527	1,316	271	209	4,753	554	68	140
MAINE	4,814	4,408	2,041	844	101	170	1,252	210	91	105
MARYLAND	14,358	12,268	4,294	2,076	532	469	4,897	411	545	1,134
MASSACHUSETTS	41,648	35,822	13,270	4,450	2,107	1,629	14,366	1,740	833	3,253
MICHIGAN	30,545	27,015	8,316	6,158	655	820	11,066	1,017	726	1,787
MINNESOTA	19,772	16,082	4,963	4,434	211	477	5,997	639	703	2,348
MISSISSIPPI	6,162	5,476	2,160	671	-	31	2,614	254	276	156
MISSOURI	14,677	13,083	4,618	2,622	275	302	5,266	314	791	489
MONTANA	2,362	2,085	668	492	64	53	808	103	54	120

(Continued)

TABLE 1. TOTAL REGISTRATIONS IN ALL FOREIGN LANGUAGES, BY STATE: FALL 1980
(TOTALS TWO & FOUR YEAR INSTITUTIONS)

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
NEBRASKA	4,988	4,398	1,246	1,112	61	58	1,921	132	207	251
NEVADA	2,421	2,356	660	324	44	21	1,307	24	3	38
NEW HAMPSHIRE	5,058	4,586	1,776	746	111	187	1,766	339	80	53
NEW JERSEY	24,315	21,664	6,007	2,370	2,432	681	10,174	420	409	1,822
NEW MEXICO	5,418	5,023	790	514	29	120	3,570	103	31	261
NEW YORK	93,042	78,856	22,690	8,677	7,764	2,761	36,964	1,819	947	11,420
NORTH CAROLINA	26,535	24,055	9,303	3,200	665	419	10,468	1,142	512	826
NORTH DAKOTA	2,040	1,870	516	614	6	30	704	71	74	25
OHIO	31,656	27,986	8,948	5,665	953	856	11,564	1,217	714	1,739
OKLAHOMA	5,731	5,044	1,575	1,065	102	130	2,172	122	450	115
OREGON	14,434	11,888	4,105	3,033	379	432	3,939	132	544	1,870
PENNSYLVANIA	48,125	43,351	12,999	7,575	1,881	1,714	19,182	1,333	1,327	2,114
RHODE ISLAND	4,962	4,450	1,520	582	617	282	1,449	160	50	302
SOUTH CAROLINA	14,635	13,047	5,601	1,778	147	96	5,425	516	825	247
SOUTH DAKOTA	1,718	1,523	381	446	-	-	696	37	19	139
TENNESSEE	14,235	12,442	4,377	2,146	187	513	5,219	437	1,036	320
TEXAS	55,083	50,111	11,206	6,110	926	835	31,034	1,587	1,925	1,460
UTAH	9,366	7,359	1,817	1,371	309	243	3,619	150	81	1,776
VERMONT	4,043	3,666	1,686	578	85	209	1,108	250	40	87
VIRGINIA	25,366	23,304	8,868	3,646	563	1,016	9,211	1,009	545	508
WASHINGTON	16,299	13,614	4,131	3,248	457	541	5,237	298	333	2,054
WEST VIRGINIA	4,709	4,337	1,356	826	109	66	1,980	203	62	107
WISCONSIN	21,293	18,699	5,537	4,184	712	466	7,800	536	450	1,608
WYOMING	1,033	1,008	252	186	-	76	494	25	-	-
U.S.A. TOTALS	924,837	813,420	248,361	126,910	34,791	23,987	379,379	25,035	22,111	64,263

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TABLE 2. TOTAL REGISTRATIONS IN ALL FOREIGN LANGUAGES, BY STATE: FALL 1980
(TOTALS FOR FOUR-YEAR COLLEGES AND UNIVERSITIES)

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
ALABAMA	5,752	5,222	1,885	942	60	169	2,166	111	326	93
ALASKA	258	201	80	49	0	22	50	0	15	42
ARIZONA	10,468	9,249	2,099	1,186	329	375	5,260	214	124	881
ARKANSAS	3,569	3,414	1,427	634	52	10	1,291	44	91	20
CALIFORNIA	66,381	54,780	15,917	8,174	3,167	1,963	25,559	1,611	2,215	7,775
COLORADO	12,570	11,470	3,412	2,234	337	488	4,999	284	225	591
CONNECTICUT	12,360	10,881	3,209	1,313	1,378	468	4,513	334	165	980
DELAWARE	2,487	2,382	834	363	134	42	1,009	88	17	0
D. C.	10,286	9,086	3,402	1,407	316	673	3,288	184	88	928
FLORIDA	13,985	12,838	3,826	1,674	574	361	6,403	318	191	638
GEORGIA	12,655	11,900	4,455	1,560	172	251	5,462	338	199	218
HAWAII	3,854	1,449	645	228	33	47	496	133	29	2,243
IDAHO	1,641	1,461	434	297	0	17	713	35	97	48
ILLINOIS	30,417	25,241	7,612	4,598	948	794	11,289	890	1,396	2,890
INDIANA	24,438	21,324	6,476	4,509	909	689	8,741	1,588	642	884
IOWA	11,422	10,282	3,128	2,118	165	410	4,461	466	284	390
KANSAS	8,050	7,370	2,165	1,376	153	324	3,352	306	141	233
KENTUCKY	9,972	8,076	2,831	1,594	94	260	3,297	442	988	466
LOUISIANA	12,347	11,585	5,301	1,316	271	209	4,488	554	68	140
MAINE	4,704	4,298	1,974	841	101	170	1,212	210	91	105
MARYLAND	12,979	10,893	3,837	1,817	532	450	4,257	411	545	1,130
MASSACHUSETTS	39,089	33,356	12,508	4,324	2,022	1,520	12,982	1,739	833	3,161
MICHIGAN	26,379	22,877	7,063	5,444	497	790	9,083	1,017	726	1,759
MINNESOTA	18,763	15,201	4,809	4,133	211	477	5,571	608	636	2,318
MISSISSIPPI	5,119	4,433	1,597	622	0	31	2,183	254	276	156
MISSOURI	13,372	11,871	4,213	2,429	232	287	4,710	294	748	459
MONTANA	2,296	2,019	634	473	64	53	795	103	54	120

(Continued)

TABLE 2. TOTAL REGISTRATIONS IN ALL FOREIGN LANGUAGES, BY STATE: FALL 1980
(TOTALS FOR FOUR-YEAR COLLEGES AND UNIVERSITIES)

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
NEBRASKA	4,912	4,322	1,223	1,090	61	58	1,890	132	207	251
NEVADA	1,817	1,752	563	296	41	21	831	24	3	38
NEW HAMPSHIRE	5,043	4,571	1,761	746	111	187	1,766	339	80	53
NEW JERSEY	19,964	17,416	5,092	2,020	2,072	676	7,556	420	409	1,719
NEW MEXICO	4,910	4,599	783	486	29	120	3,181	92	31	188
NEW YORK	79,646	65,764	19,692	8,118	6,500	2,734	28,720	1,801	947	11,134
NORTH CAROLINA	24,617	22,189	8,564	3,126	665	419	9,415	1,110	492	826
NORTH DAKOTA	1,946	1,808	516	587	6	30	669	64	59	15
OHIO	29,662	26,044	8,438	5,390	953	856	10,407	1,204	714	1,700
OKLAHOMA	5,193	4,541	1,457	985	102	130	1,867	117	420	115
OREGON	12,339	9,944	3,493	2,638	321	425	3,067	118	524	1,753
PENNSYLVANIA	44,619	39,890	11,998	7,096	1,797	1,704	17,295	1,330	1,313	2,086
RHODE ISLAND	4,467	3,964	1,392	563	486	282	1,241	160	50	293
SOUTH CAROLINA	13,538	11,950	5,068	1,655	147	96	4,984	516	825	247
SOUTH DAKOTA	1,647	1,509	378	437	0	0	694	37	19	82
TENNESSEE	13,828	12,035	4,163	2,115	187	513	5,057	437	1,036	320
TEXAS	44,293	39,385	9,574	5,554	715	825	22,717	1,556	1,902	1,450
UTAH	9,254	7,247	1,786	1,371	309	243	3,538	150	81	1,776
VERMONT	3,978	3,601	1,635	578	77	209	1,102	250	40	87
VIRGINIA	23,126	21,136	8,143	3,333	536	998	8,126	974	535	481
WASHINGTON	11,200	8,774	2,732	2,197	400	529	2,916	298	333	1,795
WEST VIRGINIA	4,513	4,159	1,316	779	107	66	1,891	203	55	96
WISCONSIN	19,831	17,305	5,124	3,966	712	466	7,037	536	425	1,565
WYOMING	705	680	185	136	0	76	283	25	0	0
U.S.A. TOTALS	760,661	657,744	210,849	110,917	29,085	23,013	283,880	24,469	21,710	56,738

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TABLE 3. TOTAL REGISTRATIONS IN ALL FOREIGN LANGUAGES, BY STATE: FALL 1980
(TOTALS FOR TWO-YEAR COLLEGES)

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
ALABAMA	438	432	137	-	-	-	295	-	6	-
ALASKA	705	543	276	39	-	24	204	-	-	162
ARIZONA	5,339	5,304	553	333	69	20	4,329	-	-	35
ARKANSAS	262	262	70	31	-	-	161	-	-	-
CALIFORNIA	70,581	65,038	14,702	6,680	2539	513	40,604	338	48	5,157
COLORADO	811	793	178	178	4	-	433	-	18	-
CONNECTICUT	1,796	1,796	390	106	120	-	1,180	-	-	-
DELAWARE	147	144	20	3	-	-	121	-	-	3
D.C.	-	-	-	-	-	-	-	-	-	-
FLORIDA	8,117	8,025	1,862	644	160	23	5,336	-	53	39
GEORGIA	773	771	364	31	-	-	376	1	-	1
HAWAII	926	256	111	33	-	-	112	-	-	670
IDAHO	510	510	131	91	-	-	288	-	-	-
ILLINOIS	8,271	8,076	1,987	1,141	317	132	4,499	3	2	190
INDIANA	250	250	129	26	-	-	95	-	-	-
IOWA	731	719	123	129	-	-	467	-	-	12
KANSAS	592	589	152	60	6	-	371	3	-	-
KENTUCKY	342	342	135	70	-	-	137	-	-	-
LOUISIANA	491	491	226	-	-	265	-	-	-	-
MAINE	110	110	67	3	-	-	40	-	-	-
MARYLAND	1,397	1,375	457	259	-	19	640	-	-	4
MASSACHUSETTS	2,559	2,466	762	126	85	109	1,384	1	-	92
MICHIGAN	4,166	4,138	1,253	714	158	30	1,983	-	-	28
MINNESOTA	1,009	881	154	301	-	-	426	31	67	30
MISSISSIPPI	1,043	1,043	563	49	-	-	431	-	-	-
MISSOURI	1,305	1,212	405	193	43	15	556	20	43	30
MONTANA	66	66	34	19	-	-	13	-	-	-

(Continued)

TABLE 3. TOTAL REGISTRATIONS IN ALL FOREIGN LANGUAGES, BY STATE: FALL 1980
(TOTALS FOR TWO-YEAR COLLEGES)

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLA	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
NEBRASKA	76	76	23	22	-	-	31	-	-	-
NEVADA	604	604	97	28	3	-	476	-	-	-
NEW HAMPSHIRE	15	15	15	-	-	-	-	-	-	-
NEW JERSEY	4,351	4,248	915	350	360	5	2,618	-	-	103
NEW MEXICO	508	424	7	28	-	-	389	11	-	73
NEW YORK	13,396	13,092	2,998	559	1,264	27	8,244	18	-	286
NORTH CAROLINA	1,918	1,866	739	74	-	-	1,053	32	20	-
NORTH DAKOTA	94	62	-	27	-	-	35	7	15	10
OHIO	1,994	1,942	510	275	-	-	1,157	13	-	39
OKLAHOMA	538	503	118	80	-	-	305	5	30	-
OREGON	2,095	1,944	612	395	58	7	872	14	20	117
PENNSYLVANIA	3,506	3,461	1,001	479	84	10	1,887	3	14	28
RHODE ISLAND	495	486	128	19	131	-	208	-	-	9
SOUTH CAROLINA	1,097	1,097	533	123	-	-	441	-	-	-
SOUTH DAKOTA	71	14	3	9	-	-	2	-	-	57
TENNESSEE	407	407	214	31	-	-	162	-	-	-
TEXAS	10,790	10,726	1,632	556	211	10	8,317	31	23	10
UTAH	112	112	31	-	-	-	81	-	-	-
VERMONT	65	65	51	-	8	-	6	-	-	-
VIRGINIA	2,240	2,168	725	313	27	18	1,085	35	10	27
WASHINGTON	5,099	4,840	1,399	1,051	57	12	2,321	-	-	259
WEST VIRGINIA	196	178	40	47	2	-	89	-	7	11
WISCONSIN	1,462	1,394	413	218	-	-	763	-	25	43
WYOMING	328	328	67	50	-	-	211	-	-	-
U.S.A. TOTALS	164,176	155,684	37,512	15,993	5,706	974	95,499	566	401	7,525

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TABLE 4. TRENDS IN TOTAL FOREIGN LANGUAGE REGISTRATIONS IN ALL TWO- AND FOUR YEAR INSTITUTIONS OF HIGHER EDUCATION, BY REGION: FALL 1968, 1970, 1974, 1977, 1980

	REGISTRATIONS					INDEX OF CHANGE FROM FALL 1968 (100.0) TO:			
	1968	1970	1974	1978	1980	1970	1974	1977	1980
COMBINED REGISTRATIONS IN 5 FML's									
USA totals	1,040,284	1,021,465	832,945	819,294	813,428	98.2	80.1	78.8	78.2
New England	85,214	81,356	66,789	64,916	65,609	95.5	78.4	76.2	77.0
Mideast	250,035	254,393	194,193	176,169	167,751	101.7	77.7	70.5	67.1
Great Lakes	183,610	177,948	130,590	128,155	128,591	96.9	71.1	69.8	70.0
Plains	88,354	79,185	55,132	52,224	55,916	89.6	62.4	59.1	63.3
Southeast	193,607	181,877	143,502	141,755	146,019	93.9	74.1	73.2	75.4
Southwest	79,285	86,025	80,671	82,338	74,731	108.5	101.7	103.9	94.3
Rocky Mountains	27,709	30,158	27,315	27,309	24,686	108.8	98.6	98.6	89.1
Far West	132,470	130,523	134,753	146,428	150,125	98.5	101.7	110.5	113.3
COMBINED REGISTRATIONS IN ALL FOREIGN LANGUAGES									
USA totals	1,127,363	1,111,505	946,635	933,478	924,837	98.6	84.0	82.8	82.0
New England	91,083	87,129	75,178	74,045	74,681	95.7	82.5	81.3	82.0
Mideast	271,271	278,397	224,506	202,957	192,760	102.6	82.8	74.8	71.1
Great Lakes	202,148	195,894	148,868	147,110	146,870	96.9	73.6	72.8	72.7
Palins	96,050	85,625	63,995	60,067	63,990	89.1	66.6	62.5	66.6
Southeast	205,459	192,869	157,212	157,249	160,345	93.9	76.5	76.5	78.0
Southwest	85,995	93,618	89,716	89,974	82,039	108.9	104.3	104.6	95.4
Rocky Mountains	29,362	32,234	30,326	30,310	28,293	109.8	103.3	103.2	96.4
Far West	145,995	145,739	156,834	171,766	175,859	99.8	107.4	117.7	120.5

TABLE 5. TRENDS IN TOTAL FOREIGN LANGUAGE REGISTRATIONS IN FOUR-YEAR COLLEGES AND UNIVERSITIES, BY REGION: FALL 1968, 1970, 1974, 1977, 1980

	REGISTRATIONS					INDEX OF CHANGE FROM FALL 1968 (=100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
COMBINED REGISTRATIONS IN 5 MFL'S									
USA Totals	913,505	871,231	685,790	664,476	657,744	95.4	75.1	72.7	72.0
New England	75,879	71,062	60,196	59,437	60,671	93.7	79.3	78.3	80.0
Mideast	223,694	216,199	162,497	150,710	145,431	96.6	72.6	67.4	65.0
Great Lakes	169,054	161,329	117,023	112,548	112,791	95.4	69.2	66.6	66.7
Plains	82,268	73,292	51,159	48,827	52,363	89.1	62.2	59.4	63.6
Southeast	172,487	162,618	126,896	125,270	128,937	94.3	73.6	72.6	74.8
Southwest	71,126	75,184	65,940	64,446	57,774	105.7	92.7	90.6	81.2
Rocky Mountains	26,009	28,287	25,091	25,365	22,877	108.8	96.5	97.5	88.0
Far West	92,988	83,260	76,988	77,873	76,900	89.5	82.8	83.7	82.7
COMBINED REGISTRATIONS IN ALL FOREIGN LANGUAGES									
USA Totals	996,735	957,402	792,169	767,928	760,661	96.1	79.5	77.0	76.3
New England	81,486	76,719	68,400	68,451	69,641	94.1	83.9	84.0	85.5
Mideast	244,314	239,468	192,213	175,909	169,981	98.0	78.7	72.0	69.6
Great Lakes	187,057	178,871	134,865	129,846	130,727	95.6	72.1	69.4	69.9
Plains	89,546	79,519	59,781	56,223	60,112	88.8	66.8	62.8	67.1
Southeast	183,788	173,412	139,743	140,593	143,021	94.4	76.0	76.5	77.8
Southwest	77,622	82,556	74,592	71,611	64,864	106.4	96.1	92.3	83.6
Rocky Mountains	27,662	30,363	28,051	28,366	26,466	109.8	101.4	102.5	95.7
Far West	105,260	96,494	94,524	96,929	95,849	91.7	89.8	92.1	91.1

TABLE 6. TRENDS IN TOTAL FOREIGN LANGUAGE REGISTRATIONS IN TWO-YEAR COLLEGES, BY REGION: FALL 1968, 1970, 1974, 1977, 1980

	REGISTRATIONS					INDEX OF CHANGE FROM FALL 1968 (=100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
COMBINED REGISTRATIONS IN ALL FOREIGN LANGUAGES									
USA totals	130,628	154,103	154,466	165,550	164,176	118.0	118.2	126.7	125.7
New England	9,597	10,410	6,778	5,594	5,040	108.5	70.6	58.3	52.5
Mid East	26,957	38,929	32,293	27,048	22,779	144.4	119.8	100.3	84.5
Great Lakes	15,091	17,023	14,003	17,264	16,143	112.8	92.8	114.4	107.0
Palins	6,504	6,106	4,214	3,844	3,878	93.9	64.8	59.1	59.6
Southeast	21,671	19,457	17,469	16,656	17,324	89.8	80.6	76.9	80.0
Southwest	8,373	11,062	15,124	18,363	17,175	132.1	180.6	219.3	205.1
Rocky Mountains	1,700	1,871	2,275	1,944	1,827	110.1	133.8	114.4	107.5
Far West	40,735	49,245	62,310	74,837	80,010	120.9	153.0	183.7	196.4
COMBINED REGISTRATIONS IN 5 FML's									
USA totals	126,779	150,234	147,155	154,818	155,684	118.5	116.1	122.1	122.8
New England	9,335	10,294	6,593	5,479	4,938	110.3	70.6	58.7	52.9
Mid East	26,336	38,194	31,696	25,459	22,320	145.0	120.4	96.7	84.8
Great Lakes	14,556	16,619	13,567	15,607	15,800	114.2	93.2	107.2	108.5
Plains	6,091	5,893	3,973	3,397	3,553	96.7	65.2	55.8	58.3
Southeast	21,120	19,259	16,606	16,485	17,082	91.2	78.6	78.1	80.9
Southwest	8,159	10,841	14,731	17,892	16,957	132.9	180.5	219.3	207.8
Rocky Mountains	1,700	1,871	2,224	1,944	1,809	110.1	130.8	114.4	106.4
Far West	39,482	47,263	57,765	68,555	73,225	119.7	146.3	173.6	185.5

TABLE 7. SUMMARY OF TRENDS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES IN ALL TWO- AND FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION WITH BREAKDOWN BY LANGUAGE AND REGION: FALL 1968, 1970, 1974, 1977, AND 1980.

LANGUAGE AND REGION	REGISTRATIONS IN MFLS's					INDEX OF CHANGE FROM FALL 1970 (=100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
FRENCH									
USA Totals	388,096	359,313	253,137	246,115	248,361	92.6	65.2	63.4	64.0
New England	37,840	35,647	24,750	23,483	23,892	94.2	65.4	62.1	63.1
Mideast	97,658	91,099	58,237	52,056	50,246	93.3	59.6	53.3	51.5
Great Lakes	65,815	60,456	40,175	39,131	39,005	91.9	61.0	59.5	59.3
Plains	30,459	26,187	16,467	16,071	17,292	86.0	54.1	52.8	56.8
Southeast	83,130	75,828	55,465	54,742	54,184	91.2	66.7	65.9	65.2
Southwest	21,853	22,992	17,122	16,173	16,223	105.2	78.4	74.0	74.2
Rocky Mountains	8,971	8,784	6,807	6,925	6,892	97.9	75.9	77.2	76.8
Far West	42,370	38,320	34,114	37,534	40,627	90.4	80.5	88.6	95.9
GERMAN									
USA Totals	216,263	202,569	152,139	135,371	126,905	93.7	70.3	62.6	58.7
New England	14,764	12,816	10,332	8,999	8,619	86.8	70.0	61.0	58.4
Mideast	46,207	44,462	30,301	24,614	22,471	96.2	65.6	53.3	48.6
Great Lakes	44,160	42,706	30,445	27,683	26,281	96.7	68.9	62.7	59.5
Plains	22,970	20,031	14,370	12,626	12,911	87.2	62.6	55.0	56.2
Southeast	36,037	31,761	24,362	22,037	20,763	88.1	67.6	61.2	57.6
Southwest	14,687	14,980	11,885	10,643	9,208	102.0	80.9	72.5	62.7
Rocky Mountains	7,392	7,903	6,067	5,592	4,849	106.9	82.1	75.6	65.6
Far West	30,046	27,910	24,377	23,177	21,808	92.9	81.1	77.1	72.6
ITALIAN									
USA Totals	30,359	34,244	32,996	33,327	34,791	112.8	108.7	109.8	114.6
New England	3,498	3,786	3,790	3,838	4,519	108.2	108.3	109.8	129.2
Mideast	10,852	12,730	13,477	13,358	13,059	117.3	124.2	123.1	120.3
Great Lakes	4,825	5,937	4,498	4,333	4,494	123.0	93.2	89.9	93.1
Plains	947	1,046	997	707	877	110.5	105.3	74.7	92.6
Southeast	2,427	2,766	2,454	2,717	3,054	114.0	101.1	111.9	125.8
Southwest	1,246	1,494	1,339	1,188	1,455	119.9	107.5	95.3	116.8
Rocky Mountains	637	801	701	714	714	125.7	110.0	112.1	112.1
Far West	5,927	5,684	5,692	6,190	6,619	95.9	96.0	104.4	111.7

(Continued)

TABLE 7. SUMMARY OF TRENDS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES IN ALL TWO- AND FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION, WITH BREAKDOWN BY LANGUAGE AND REGION: FALL 1968, 1970, 1974, 1977, and 1980.

LANGUAGE AND REGION	REGISTRATIONS IN MFLS's					INDEX OF CHANGE FROM FALL 1970 (=100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
RUSSIAN									
USA Totals	40,696	36,189	32,522	27,784	23,987	88.9	79.9	68.3	58.9
New England	4,039	3,593	3,941	3,166	2,945	89.0	97.6	78.4	72.9
Mideast	11,817	10,894	8,439	7,112	6,340	92.2	71.4	60.2	53.7
Great Lakes	9,180	7,662	5,747	4,478	3,757	83.5	62.6	48.8	40.9
Plains	2,432	2,256	1,987	1,705	1,601	92.8	81.7	70.1	65.8
Southeast	3,788	3,383	3,760	3,427	3,424	89.3	99.3	90.5	90.4
Southwest	2,310	2,355	2,147	2,369	1,480	101.9	92.9	102.6	64.1
Rocky Mountains	1,165	1,178	1,254	1,037	877	101.1	107.6	89.0	75.3
Far West	5,965	4,863	5,247	4,490	3,563	81.5	88.0	75.3	59.7
SPANISH									
USA Totals	364,870	389,150	362,151	376,697	379,379	106.7	99.3	103.2	104.0
New England	25,073	25,514	23,928	25,148	25,634	101.8	95.4	100.3	102.2
Mideast	83,501	95,208	83,739	79,029	75,635	114.0	100.3	94.6	90.6
Great Lakes	59,6[illegible]0	61,187	49,725	52,530	55,054	102.6	83.4	88.1	92.3
Plains	31,546	29,665	21,311	21,115	23,235	94.0	67.6	67.0	73.7
Southeast	68,225	68,139	57,461	58,832	64,594	99.9	84.2	86.2	94.7
Southwest	39,184	44,204	48,178	51,965	46,365	112.8	123.0	132.6	118.3
Rocky Mountains	9,544	11,492	12,486	13,041	11,354	120.4	130.8	136.6	119.0
Far West	48,162	53,741	65,323	75,037	77,508	111.6	135.6	155.8	160.3
COMBINED TOTALS	1,040,284	1,021,465	832,945	819,294	813,428	98.2	80.1	78.8	78.2

TABLE 8. SUMMARY OF TRENDS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES IN FOUR-YEAR COLLEGES AND UNIVERSITIES, WITH BREAKDOWN BY LANGUAGE AND REGION: FALL 1968, 1970, 1974, 1977, AND 1980

LANGUAGE AND REGION	REGISTRATIONS IN MFL's					INDEX OF CHANGE FROM FALL 1968 (=100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
FRENCH									
USA totals	344,149	314,149	218,807	210,221	210,849	91.3	63.6	61.1	61.3
New England	33,782	31,487	22,784	21,902	22,479	93.2	67.4	64.8	66.5
Mideast	88,198	79,397	50,971	46,206	44,855	90.0	57.8	52.4	50.9
Great Lakes	61,038	55,332	36,385	34,755	34,713	90.7	59.6	56.9	56.9
Plains	28,498	24,454	15,505	15,232	16,432	85.8	54.4	53.4	57.7
Southeast	74,117	68,087	49,582	48,746	48,576	91.9	66.9	65.8	65.5
Southwest	19,932	20,912	15,404	14,009	13,913	104.9	77.3	70.3	69.8
Rocky Mountains	8,418	8,254	6,348	6,538	6,451	98.1	75.4	77.7	76.6
Far West	31,001	26,226	21,828	22,833	23,430	84.6	70.4	73.7	75.6
GERMAN									
USA totals	195,851	179,416	133,376	117,710	110,917	91.6	68.1	60.1	56.6
New England	14,134	12,081	9,815	8,731	8,365	85.5	69.4	61.8	59.2
Mideast	42,834	39,881	27,058	22,335	20,821	93.1	63.2	52.1	48.6
Great Lakes	40,888	39,017	27,871	24,832	23,907	95.4	68.2	60.7	58.5
Plains	21,755	18,884	13,507	11,880	12,170	86.8	62.1	54.6	55.9
Southeast	33,992	29,390	22,644	20,539	19,350	86.5	66.6	60.4	56.9
Southwest	13,554	13,472	10,695	9,416	8,211	99.4	78.9	69.5	60.6
Rocky Mountains	6,903	7,413	5,592	5,351	4,511	107.4	81.0	77.5	65.3
Far West	21,782	18,778	16,194	14,626	13,582	86.2	74.3	67.1	62.4
ITALIAN									
USA totals	27,516	29,788	27,717	27,705	29,085	108.3	100.7	100.7	105.7
New England	3,106	3,071	3,435	3,792	4,175	98.9	1.11	122.1	134.4
Mideast	9,629	10,587	10,985	11,351	11,351	109.9	114.1	117.9	117.9
Great Lakes	4,553	5,534	4,046	3,863	4,019	121.5	88.9	84.8	88.3
Plains	947	1,046	997	662	828	110.5	105.3	69.9	87.4
Southeast	2,388	2,698	2,313	2,449	2,865	113.0	96.9	102.6	120.0
Southwest	1,222	1,443	1,293	1,088	1,175	118.1	105.8	89.0	96.2
Rocky Mountains	622	794	689	698	710	127.7	110.8	112.2	114.1
Far West	5,049	4,615	3,959	3,802	3,962	91.4	78.4	75.3	78.5

(Continued)

TABLE 8. SUMMARY OF TRENDS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES IN FOUR-YEAR COLLEGES AND UNIVERSITIES, WITH BREAKDOWN BY LANGUAGE AND REGION: FALL 1968, 1970, 1974, 1977, AND 1980

LANGUAGE AND REGION	REGISTRATIONS IN FML's					INDEX OF CHANGE FROM FALL 1968 (=100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
RUSSIAN									
USA totals	38,883	34,532	30,799	26,273	23,013	88.8	79.2	67.6	59.2
New England	4,026	3,585	3,908	3,141	2,836	89.0	97.1	78.0	70.4
Mideast	11,450	10,543	8,129	7,053	6,279	92.1	71.0	61.6	54.8
Great Lakes	8,894	7,462	5,666	4,399	3,595	83.9	63.7	49.5	40.4
Plains	2,377	2,222	1,962	1,692	1,586	93.5	82.5	71.2	66.7
Southeast	3,688	3,302	3,722	3,381	3,383	89.5	100.9	91.7	91.7
Southwest	2,299	2,297	2,070	2,332	1,450	99.9	90.0	101.4	63.1
Rocky Mountains	1,165	1,169	1,254	1,032	877	100.3	107.6	88.6	75.3
Far West	4,984	3,952	4,088	3,243	3,007	79.3	82.0	65.1	60.3
SPANISH									
USA totals	306,271	313,346	275,091	282,567	283,880	102.3	89.8	92.3	92.7
New England	20,831	30,838	20,254	21,871	22,816	148.0	97.2	105.0	109.5
Mideast	71,579	75,791	65,354	63,765	62,125	105.9	91.3	89.1	86.8
Great Lakes	53,681	53,984	43,055	44,699	46,557	100.6	80.2	83.3	86.7
Plains	28,686	26,686	19,188	19,361	21,347	93.0	66.9	67.5	74.4
Southeast	58,302	58,641	48,635	50,155	54,763	100.6	83.4	86.0	93.9
Southwest	34,119	37,060	36,478	37,601	33,025	108.6	106.9	110.2	96.8
Rocky Mountains	8,901	10,657	11,208	11,746	10,328	119.7	125.9	132.0	116.0
Far West	30,172	29,689	30,919	33,369	32,919	98.4	102.5	110.6	109.1
COMBINED TOTALS	913,505	871,231	685,790	664,476	657,744	95.4	75.1	72.7	72.0

TABLE 9. SUMMARY OF TRENDS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES IN TWO-YEAR COLLEGES, WITH BREAKDOWN BY LANGUAGE AND REGION: FALL 1968, 1970, 1974, 1977, and 1980.

LANGUAGE AND REGION	REGISTRATIONS IN MFL'S					INDEX OF CHANGE FROM FALL 1968 (= 100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
FRENCH									
USA Totals	43,112	45,164	34,330	35,894	37,512	104.8	79.6	83.3	87.0
New England	4,058	4,160	1,966	1,581	1,413	102.5	48.4	39.0	34.8
Mideast	9,460	11,702	7,266	5,850	5,391	123.7	76.8	61.8	57.0
Great Lakes	4,777	5,124	3,790	4,376	4,292	107.3	79.3	91.6	89.8
Plains	1,961	1,733	962	839	860	88.4	49.1	42.8	43.9
Southeast	9,013	7,741	5,883	5,996	5,608	85.9	65.3	66.5	62.2
Southwest	1,921	2,080	1,718	2,164	2,310	108.3	89.4	112.6	120.2
Rocky Mountains	553	530	459	387	441	95.8	83.0	70.0	79.7
Far West	11,369	12,094	12,286	14,701	17,197	106.4	108.1	129.3	151.3
GERMAN									
USA Totals	20,412	23,153	18,763	17,661	15,993	113.4	91.9	86.5	78.4
New England	630	735	517	268	254	116.6	82.1	42.5	40.3
Mideast	3,364	4,581	3,243	2,279	1,650	136.2	96.4	67.7	49.0
Great Lakes	3,272	3,689	2,574	2,851	2,374	112.7	78.7	87.1	72.6
Plains	1,215	1,147	863	746	741	94.4	71.0	61.4	61.0
Southeast	2,045	1,871	1,718	1,498	1,413	91.5	84.0	73.3	69.1
Southwest	1,133	1,508	1,190	1,227	997	133.1	105.0	108.3	88.0
Rocky Mountains	489	490	475	241	338	100.2	97.1	49.3	69.1
Far West	8,264	9,132	8,183	8,551	8,226	110.5	99.0	103.5	99.5
ITALIAN									
USA Totals	2,843	4,456	5,279	5,622	5,706	156.7	185.7	197.7	200.7
New England	392	715	403	328	344	182.4	102.8	83.7	87.8
Mideast	1,223	2,143	2,492	2,007	1,708	175.2	203.8	164.1	139.7
Great Lakes	272	403	452	470	475	148.2	166.2	172.8	174.6
Plains	-	-	-	45	49	-	-	+	+
Southeast	39	68	141	268	189	174.4	361.6	687.2	484.6
Southwest	24	51	46	100	280	212.5	191.7	416.7	1,166.7
Rocky Mountains	-	7	12	16	4	+	+	+	+
Far West	893	1,069	1,733	2,388	2,657	119.7	194.1	267.4	297.5

(Continued)

TABLE 9. SUMMARY OF TRENDS IN THE FIVE LEADING MODERN FOREIGN LANGUAGES IN TWO-YEAR COLLEGES, WITH BREAKDOWN BY LANGUAGE AND REGION: FALL 1968, 1970, 1974, 1977, and 1980

LANGUAGE AND REGION	REGISTRATIONS IN MFL'S					INDEX OF CHANGE FROM FALL 1968 (= 100.0) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
RUSSIAN									
USA Totals	1,813	1,657	1,723	1,511	974	91.4	95.0	83.3	53.7
New England	13	8	33	25	109	61.5	253.8	192.3	838.5
Mideast	367	351	310	59	61	95.6	84.5	16.1	16.6
Great Lakes	286	200	81	79	162	69.9	28.3	27.6	56.6
Plains	55	34	25	13	15	61.8	45.5	23.6	27.3
Southeast	100	81	38	46	41	81.0	38.0	46.0	41.0
Southwest	11	58	77	37	30	527.3	700.0	336.4	272.7
Rocky Mountains	-	9	-	5	-	+	-	+	-
Far West	981	916	1,159	1,247	556	93.4	118.1	127.1	56.7
SPANISH									
USA Totals	58,599	75,804	87,060	94,130	95,499	129.4	148.6	160.6	163.0
New England	4,242	4,676	3,674	3,277	2,818	110.2	86.6	77.3	66.4
Mideast	11,922	19,417	18,385	15,264	13,510	162.9	154.2	128.0	113.3
Great Lakes	5,949	7,203	6,670	7,831	8,497	121.1	112.1	131.6	142.8
Plains	2,860	2,979	2,123	1,754	1,888	104.2	74.2	61.3	66.0
Southeast	9,923	9,498	8,826	8,677	9,831	95.7	88.9	87.4	99.1
Southwest	5,070	7,144	11,700	14,364	13,340	140.9	230.8	283.3	263.1
Rocky Mountains	643	835	1,278	1,295	1,026	130.0	198.8	201.4	159.6
Far West	17,990	24,601	34,404	41,668	44,589	136.7	191.2	231.6	247.9
COMBINED TOTALS	126,779	159,234	147,155	154,818	155,684	125.6	116.1	122.1	122.8

TABLE 10. SUMMARY OF TRENDS IN LATIN, ANCIENT GREEK, AND "OTHER" FOREIGN LANGUAGES IN ALL TWO- AND FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION, WITH BREAKDOWN BY REGION: FALL 1968, 1970, 1974, 1977, 1980.

LANGUAGE AND REGION	REGISTRATION IN LANGUAGES					INDEX OF CHANGE FROM FALL 1968 (=100.00) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
LATIN									
USA Totals	34,981	27,591	25,167	24,403	25,035	78.9	71.9	69.8	71.6
New England	3,104	2,287	2,749	2,923	3,033	73.7	88.6	94.2	97.7
Mideast	8,076	5,960	4,318	4,531	4,255	73.8	53.5	56.1	52.7
Great Lakes	7.557	6,258	4,811	4,278	5,251	82.8	63.7	56.6	69.5
Plains	3,296	2,266	2,686	1,623	1,968	68.8	81.5	49.2	59.7
Southeast	6,671	5,687	5,397	6,089	5,369	85.2	80.9	91.3	80.5
Southwest	3,018	2,453	2,447	2,252	2,026	81.3	81.1	74.6	67.1
Rocky Mountains	536	562	580	649	597	104.9	108.2	121.1	111.4
Far West	2,723	2,118	2,179	2,058	2,536	77.8	80.0	75.6	93.1
ANCIENT GREEK									
USA Totals	17,516	16,697	24,391	25,843	22,111	95.3	139.2	147.5	126.2
New England	963	1.298	1,796	1,870	1,259	134.8	186.5	194.2	130.7
Mideast	4,110	2,935	4,184	3,959	3,333	71.4	101.8	96.3	81.1
Great Lakes	4,437	3,346	4,430	5,139	3,930	75.4	99.8	115.8	88.6
Plains	2,150	1,935	2,576	2,863	2,219	90.0	119.8	133.2	103.2
Southeast	3,725	3,193	5,120	6,162	5,178	85.7	137.4	165.4	139.0
Southwest	1,577	1,819	2,830	2,070	2,530	115.3	179.5	131.3	160.4
Rocky Mountains	132	182	312	499	475	137.9	236.4	378.0	359.8
Far West	1,999	1,989	3,143	3,281	3,187	99.5	157.2	164.1	159.4
OTHER FOREIGN LANGUAGES									
USA Totals	32,832	47,752	64,132	63,938	64,263	145.5	195.3	194.7	195.7
New England	1,822	2,188	3,844	4,336	4,780	120.1	211.0	238.0	262.3
Mideast	8,857	15,109	21,811	18,298	17,421	170.6	246.3	206.6	196.7
Great Lakes	6,544	8,342	9.037	9,538	9,098	127.5	138.1	145.8	139.0
Plains	2,250	2,239	3,601	3,357	3,887	99.5	160.0	149.2	172.8
Southeast	1,456	2,112	3,193	3,243	3,779	145.1	219.3	222.7	259.5
Southwest	2,115	3,321	3,768	3,314	2,752	157.0	178.2	156.7	130.1
Rocky Mountains	985	1,332	2,119	1,853	2,535	135.2	215.1	188.1	257.4
Far West	8,803	11,109	16,759	19,999	20,011	126.2	190.4	227.2	227.3

TABLE 11. TOTAL UNDERGRADUATE REGISTRATIONS IN FOREIGN LANGUAGES IN FOUR-YEAR COLLEGES AND UNIVERSITIES, BY STATE: FALL 1977

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
ALABAMA	5,643	5,113	1,828	935	60	169	2,121	111	326	93
ALASKA	258	201	80	49	-	22	50	-	15	42
ARIZONA	9,533	8,484	1,883	1,058	329	345	4,869	214	124	711
ARKANSAS	3,417	3,267	1,352	626	51	9	1,229	40	90	20
CALIFORNIA	62,728	52,440	15,407	7,579	3,080	1,850	24,524	1,564	1,592	7,132
COLORADO	12,241	11,343	3,377	2,206	337	479	4,944	260	117	521
CONNECTICUT	12,117	10,696	3,170	1,273	1,355	466	4,432	334	154	933
DELAWARE	2,440	2,335	817	355	134	42	987	88	17	-
D. C.	9,328	8,360	3,160	1,292	269	596	3,043	174	77	717
FLORIDA	13,466	12,334	3,650	1,592	558	354	6,180	312	185	635
GEORGIA	12,240	11,626	4,354	1,501	172	251	5,348	335	131	148
HAWAII	3,771	1,396	614	216	33	43	490	130	28	2,217
IDAHO	1,640	1,460	434	296	-	17	713	35	97	48
ILLINOIS	28,869	24,634	7,391	4,447	913	772	11,111	829	924	2,482
INDIANA	23,128	20,482	6,257	4,191	896	638	8,500	1,549	481	616
IOWA	11,134	10,025	3,085	2,060	164	386	4,330	452	269	388
KANSAS	7,765	7,139	2,109	1,302	153	283	3,292	284	130	212
KENTUCKY	9,546	7,822	2,765	1,529	85	260	3,183	431	897	396
LOUISIANA	12,042	11,317	5,194	1,302	270	207	4,344	539	62	124
MAINE	4,665	4,289	1,966	840	101	170	1,212	210	76	90
MARYLAND	12,574	10,735	3,793	1,763	532	450	4,197	399	415	1,025
MASSACHUSETTS	38,084	32,979	12,401	4,249	1,998	1,504	12,827	1,690	641	2,774
MICHIGAN	25,270	22,224	6,873	5,295	460	710	8,886	970	639	1,437
MINNESOTA	18,072	14,934	4,720	4,041	209	466	5,498	572	455	2,111
MISSISSIPPI	4,722	4,258	1,531	572	-	31	2,124	254	169	41
MISSOURI	12,656	11,569	4,119	2,303	224	287	4,636	287	560	240
MONTANA	2,273	2,000	624	473	60	52	791	103	54	116

(Continued)

TABLE 11. TOTAL UNDERGRADUATE REGISTRATIONS IN FOREIGN LANGUAGES IN FOUR-YEAR COLLEGES AND UNIVERSITIES, BY STATE: FALL 1977

STATES	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
NEBRASKA	4,825	4,244	1,182	1,077	61	58	1,866	127	203	251
NEVADA	1,775	1,710	559	291	41	21	798	24	3	38
NEW HAMPSHIRE	5,037	4,565	1,755	746	111	187	1,766	339	80	53
NEW JERSEY	19,010	16,753	4,868	1,890	1,948	676	7,371	408	275	1,594
NEW MEXICO	4,703	4,403	761	478	29	119	3,016	92	30	178
NEW YORK	75,794	63,177	18,987	7,717	6,032	2,464	27,707	1,733	808	10,076
NORTH CAROLINA	23,967	21,673	8,362	2,994	639	399	9,279	1,054	458	782
NORTH DAKOTA	1,887	1,785	516	564	6	30	669	64	38	-
OHIO	28,311	25,194	8,195	5,068	938	824	10,169	1,157	605	1,355
OKLAHOMA	5,011	4,452	1,429	966	102	129	1,826	116	351	92
OREGON	11,459	9,543	3,375	2,529	293	403	2,943	115	247	1,554
PENNSYLVANIA	42,885	39,047	11,820	6,885	1,753	1,634	16,955	1,289	914	1,635
RHODE ISLAND	3,699	3,261	1,170	407	446	111	1,127	131	30	277
SOUTH CAROLINA	13,151	11,785	5,001	1,620	147	96	4,921	516	674	181
SOUTH DAKOTA	1,643	1,505	377	435	-	-	693	37	19	82
TENNESSEE	13,539	11,860	4,112	2,063	186	511	4,988	437	948	294
TEXAS	41,783	38,284	9,333	5,345	712	806	22,088	1,518	1,129	852
UTAH	9,021	7,065	1,744	1,333	309	241	3,438	134	79	1,743
VERMONT	3,975	3,599	1,634	577	77	209	1,102	250	39	87
VIRGINIA	22,598	20,770	8,015	3,241	535	964	8,015	961	487	380
WASHINGTON	10,905	8,587	2,689	2,128	394	503	2,873	268	318	1,732
WEST VIRGINIA	4,446	4,093	1,283	764	107	62	1,877	202	55	96
WISCONSIN	18,794	16,638	4,905	3,783	673	432	6,845	521	372	1,263
WYOMING	625	600	171	125	-	38	266	25	-	-
U.S.A. TOTALS	728,465	638,055	205,197	106,371	28,252	21,776	276,459	23,684	16,887	49,839

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TABLE 12. TOTAL GRADUATE REGISTRATIONS IN FOREIGN LANGUAGES, BY STATE: FALL 1977

	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
ALABAMA	109	109	57	7	-	-	45	-	-	-
ALASKA	-	-	-	-	-	-	-	-	-	-
ARIZONA	935	765	216	128	-	30	391	-	-	170
ARKANSAS	152	147	75	8	1	1	62	4	1	-
CALIFORNIA	3,653	2,340	510	595	87	113	1,035	47	623	643
COLORADO	329	127	35	28	-	9	55	24	108	70
CONNECTICUT	243	185	39	40	23	2	81	-	11	47
DELAWARE	47	47	17	8	-	-	22	-	-	-
D.C.	958	726	242	115	47	77	245	10	11	211
FLORIDA	519	504	176	82	16	7	223	6	6	3
GEORGIA	415	274	101	59	-	-	114	3	68	70
GAWAII	83	53	31	12	-	4	6	3	1	26
IDAHO	1	1	-	1	-	-	-	-	-	-
ILLINOIS	1,548	607	221	151	35	22	178	61	472	408
INDIANA	1,310	842	219	318	13	51	241	39	161	268
IOWA	288	257	43	58	1	24	131	14	15	2
KANSAS	285	231	56	74	-	41	60	22	11	21
KENTUCKY	426	254	66	65	9	-	114	11	91	70
LOUISIANA	305	268	107	14	1	2	144	15	6	16
MAINE	39	9	8	1	-	-	-	-	15	15
MARYLAND	405	158	44	54	-	-	60	12	130	105
MASSACHUSETTS	1,005	377	107	75	24	16	155	49	192	387
MICHIGAN	1,109	653	190	149	37	80	197	47	87	322
MINNESOTA	691	267	89	92	2	11	73	36	181	207
MISSISSIPPI	397	175	66	50	-	-	59	-	107	115
MISSOURI	716	302	94	126	8	-	74	7	188	219
MONTANA	23	19	10	-	4	1	4	-	-	4

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(Continued)

TABLE 12. TOTAL GRADUATE REGISTRATIONS IN FOREIGN LANGUAGES, BY STATE: FALL 1977

	TOTAL FLS REGISTRATIONS	TOTAL IN 5 MFLS	FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	LATIN	ANC. GREEK	OTHER
NEBRASKA	87	78	41	13	-	-	24	5	4	-
NEVADA	42	42	4	5	-	-	33	-	-	-
NEW HAMPSHIRE	6	6	6	-	-	-	-	-	-	-
NEW JERSEY	954	663	224	130	124	-	185	12	13	125
NEW MEXICO	207	196	22	8	-	1	165	-	1	10
NEW YORK	3,852	2,587	705	401	198	270	1,013	68	139	1,0
NORTH CAROLINA	650	516	202	132	26	20	136	56	34	44
NORTH DAKOTA	59	23	-	23	-	-	-	-	21	15
OHIO	1,351	850	243	322	15	32	238	47	109	345
OKLAHOMA	182	89	28	19	-	1	41	1	69	23
OREGON	880	401	118	109	28	22	124	3	277	199
PENNSYLVANIA	1,734	843	178	211	44	70	340	41	399	451
RHODE ISLAND	768	703	222	156	40	171	114	29	20	16
SOUTH CAROLINA	387	165	67	35	-	-	63	-	151	66
SOUTH DAKOTA	4	4	1	2	-	-	1	-	-	-
TENNESSEE	289	175	51	52	1	2	69	-	88	26
TEXAS	2,510	1,101	241	209	3	19	629	38	773	598
UTAH	233	182	42	38	-	2	100	16	2	33
VERMONT	3	2	1	1	-	-	-	-	1	-
VIRGINIA	528	366	128	92	1	34	111	13	48	101
WASHINGTON	295	187	43	69	6	26	43	30	15	63
WEST VIRGINIA	67	66	33	15	-	4	14	1	-	-
WISCONSIN	1,037	667	219	183	39	34	192	15	53	302
WYOMING	80	80	14	11	-	38	17	-	-	-
U.S.A. TOTALS	32,196	19,689	5,652	4,546	833	1,237	7,421	785	4,823	6,899

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TABLE 13. SUMMARY OF TRENDS IN GRADUATE REGISTRATIONS IN FOREIGN LANGUAGES, BY REGION AND LANGUAGE: FALL 1968, 1970, 1974, 1977, 1980.

	GRADUATE REGISTRATIONS					INDEX OF CHANGE FROM FALL 1968 (=100.00) TO:			
	1968	1970	1974	1977	1980	1970	1974	1977	1980
TOTAL-ALL FL'S									
USA Totals	45,478	47,255	41,892	36,432	32,196	103.9	92.1	80.1	70.8
New England	3,701	3,532	2,422	2,613	2,064	95.4	65.4	70.6	55.8
Mideast	10,454	12,522	10,922	8,654	7,950	119.8	104.5	82.8	76.0
Great Lakes	10,757	9,058	8,333	7,229	6,355	84.2	77.5	67.2	59.1
Plains	2,629	2,914	2,702	2,651	2,130	110.8	102.8	100.8	81.0
Southeast	5,892	6,212	5,426	6,159	4,244	105.4	92.1	104.5	72.0
Southwest	3,220	5,523	4,575	2,939	3,834	171.5	142.1	91.3	119.1
Rocky Mountains	1,203	1,369	1,021	945	666	113.8	84.8	78.6	55.4
Far West	7,622	6,125	6,491	5,242	4,953	80.4	85.2	68.8	65.0
TOTAL 5 MFL'S									
USA Totals	34,506	35,756	27,333	22,284	19,689	103.6	79.2	64.6	57.1
New England	2,892	2,675	1,603	1,627	1,282	92.5	55.4	56.3	44.3
Mideast	8,343	10,007	7,251	5,338	5,024	119.9	86.9	64.0	60.2
Great Lakes	7,907	6,797	5,338	3,984	3,619	86.0	67.5	50.4	45.8
Plains	2,136	2,422	1,606	1,460	1,162	113.4	75.2	68.4	54.4
Southeast	4,190	4,428	3,723	3,532	3,019	105.7	88.9	84.3	72.1
Southwest	2,211	3,742	2,584	2,360	2,151	169.2	116.9	106.7	97.3
Rocky Mountains	1,027	1,174	815	614	409	114.3	79.4	59.8	39.8
Far West	5,800	4,511	4,413	3,369	3,023	77.8	76.1	58.1	52.1
BY LANGUAGE, USA TOTALS									
French	12,511	12,676	9,142	6,816	5,652	101.3	73.1	54.5	45.2
German	8,267	7,745	5,688	4,766	4,546	93.7	68.8	57.7	55.0
Italian	947	1,028	1,144	934	833	108.6	120.8	98.6	88.0
Russian	2,418	2,263	1,781	1,382	1,237	93.6	73.7	57.2	51.2
Spanish	10,363	12,044	9,578	8,386	7,421	116.2	92.4	80.9	71.6
Latin	1,459	1,365	1,163	1,009	785	93.6	79.7	69.2	53.8
Ancient Greek	3,190	3,457	5,015	5,304	4,823	108.4	157.2	166.3	151.2
Other Languages	6,323	6.677	8,381	7,835	6,899	105.6	132.5	123.9	109.1

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TABLE 14

FALL 1980 COURSE REGISTRATIONS IN THE LESS COMMONLY TAUGHT FOREIGN LANGUAGES

	Registrations 1977	Registrations 1980	% Change 1977-1980
Afrikans	-	5	
Akkadian	159	95	-40.3
Albanian	-	2	
Amharic	8	9	
Arabic	3070	3466	+12.9
Aramaic	365	142	-61.1
Armenian	161	231	+43.5
Assyrian	-	2	
Aymara	-	5	
Azeri	-	5	
Balinese	1	1	
Bambara	7	6	
Basque	6	21	
Bengali	7	18	
Berber	3	-	
Breton	6	-	
Bulgarian	5	2	
Burmese	2	1	
Cajun French	26	-	
Cambodian	6	4	
Cantonese	97	39	
Catalan	10	19	
Celtic	21	-	
Chagatai	-	2	
Cherokee	15	29	
Chinese	9809	11366	+15.9
Choctaw	26	-	
Chuvash	3	-	
Coptic	11	12	
Creole, Haitian	-	13	
Crow	-	16	
Czech	176	151	-14.2
Dakota	95	99	
Danish	214	293	+36.9
Digueno	11	-	
Dutch	540	500	-7.4
Egyptian, Modern	37	44	
Egyptian, Ancient	56	-	
Elamite	1	-	
Esperanto	42	-	
Estonian	2	4	
Finnish	156	152	-2.6
Fon	-	1	
Fulani	-	3	
Gaelic, Scottish	6	15	
Georgian	3	3	
Greek, MOdern	693	820	+18.3
Hausa	67	70	
Hawaiian	875	610	-30.3

Hebrew	19,356	19,429	+.04
Hindi	-	198	
Hindi-Urdu	355	76	-78.6
Hittite	7	6	
Hopi	1	-	
Hungarian	109	98	-10.1
Ibo	7	5	
Icelandic	12	8	
Icelandic, Old	24	23	
Ilokano	71	17	
Indonesian	127	113	-11.0
Inupic	30	-	
Iranian	3	20	
Irish, Modern	16	13	
Irish, Old	1	-	
Japanese	10,721	11,506	+7.3
Javanese	2	9	
Kikongo	-	1	
Korean	163	365	+123.9
Koyakon	6	-	
Krio	-	24	
Ladino	7	-	
Lakota	80	67	
Laotian	1	2	
Latvian	15	1	
Lingala	8	1	
Lithuanian	37	47	
Macedonian	1	-	
Malay-Indonesian	11	14	
Maylayalam	-	4	
Marathi	6	6	
Mayan, Yucatec	4	-	
Mende	-	2	
Mongolian	10	13	
Mongolian, Classical	5	7	
Nahuatl	1	-	
Navajo	455	225	-50.5
Nepali	8	6	
Norwegian	1,520	1,616	+6.3
Ojibway	69	84	
Pali	6	24	
Papago	27	-	
Persian	599	703	+17.4
Polish	1,156	1,268	+9.7
Portuguese	4,954	4,894	-1.2
Prakrit	1	-	
Provencal	3	-	
Punjabi	31	-	
Quechua	29	30	
Romanian	130	187	+43.8
Samoan	98	18	
Sanskrit	338	218	-35.5
Serbo-Croatian	241	182	-24.5
Shona	-	13	
Sinhalese	1	2	

Sioux	25	-	
Slavonic, Old Church	244	44	-82.0
Slovak	29	21	
Slovenian	1	21	
Sotho	1	-	
Sumerian	23	15	
Swahili	2,225	576	-74.1
Swedish	1,534	1.575	+2.7
Syriac	25	50	
Tagalog	255	263	+3.1
Tahitian	-	9	
Tamil	26	25	
Tartar	-	1	
Telugu	12	9	
Thai	83	80	
Tibetan	66	56	
Tlingit	17	5	
Tongan	-	11	
Tuamotuan	-	2	
Turkic, Middle	8	-	
Turkic, Uigur	5	-	
Turkish	176	147	-16.5
Turkish, Ottoman	-	5	
Tuvin	-	3	
Twi	4	-	
Ugaritic	44	22	
Ukrainian	133	111	-16.5
Uralic	4	-	
Urdu	26	23	
Uzbek	5	12	
Vedic	-	1	
Vietnamese	20	74	
Welsh	3	8	
Wolof	20	51	
Xhosa	4	1	
Yiddish	1,144	944	-17.5
Yoruba	37	127	
Yupic	15	85	
Zulu	16	41	

PART TWO

THE DISTRIBUTION OF LANGUAGE ENROLLMENTS IN TWO- AND FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES

SUMMARY

UNDER contract or grant from the U.S. Office (now Department) of Education, the MLA has conducted a series of bi- or triennial surveys of foreign language enrollments in American institutions of higher education. Since 1960 these surveys have been used in answering thousands of requests for information on the availability of instruction in various languages, across the country, in one region or another, and in individual states. They have been consulted to identify strong programs and problematic ones. They have chronicled emerging interests and have perhaps been misused to justify eliminating some programs. In documenting the proliferation or decline of programs in individual languages, the surveys have sometimes triggered alarms that led us to seek more information.

In examining the fall 1977 enrollments, for example, we were shocked to discover that a number of institutions had apparently ceased to offer German or Russian between 1974 and 1977. When we questioned this development for German, about 10% of the responding institutions protested that they had indeed taught German in fall 1977 but that the registrar must have failed to report the enrollments or that we must have failed to record them. While the reliance on registrars' reports has always held the potential for underreporting some enrollments, such as a section in Bulgarian taught under a linguistics course number or a course in Provencal listed as French, and for overreporting others, such as literature-in-translation enrollments, reported as if the course had been taught in the language, the information from registrars is consistent from one survey to the next, uses official enrollment figures rather than departmental estimates, and requires fewer mailings. Since we have never had an index of the reliability of institutional reports, however, we proposed conducting a survey of a sample of institutions to determine the kind and magnitude of errors that might influence the survey results. Also, our rekindled national concern for language competence demanded some indication of the level of competence of our students.

Our project did not propose to examine actual proficiency in various languages, as such an investigation would need to be a major, separate project. At nominal cost, however, we could expand the enrollment survey to solicit from a sample of departments data on

the distribution of their enrollments. The resulting picture would let us know how much of our teaching effort is directed at each level; it would give us some idea of attrition between levels; it might yield an indication of the impact of requirements on enrollment patterns; it would identify institutions with strong upper-division programs; and it would provide textbook authors and publishers with information necessary to determine the marketability of texts for advanced courses.

We began our survey by acquiring from the National Center for education Statistics lists of all postsecondary institutions in the United States. Separate lists were obtained for two-year colleges, for institutions that grant bachelor's master's degrees, and for doctoral-level universities. Each of these lists was organized by broad geographical region, and within each region institutions were ranked by the size of their enrollment. With the lists so organized we selected our sample to ensure representation from the largest to the smallest institutions in each category. In all, we developed a system of 173 cells, all but seven of which contained a cluster of three institutions. Usable responses were received from 207 institutions in 137 of the cells, for a response rate, by cell, of 79.2%. The response rate differed by type of institution: of the 64 cells devised to represent two-year colleges, 46 (71.9%) responded; of the 77 cells representing bachelor's and master's-granting institutions, 61 (79.2%) responded; and among the 32 cells of doctoral institutions, usable questionnaires were received from 30 (93.8%).

Accompanying the questionnaire that we sent each department in the sample was a copy of the enrollment figures supplied by their registrar. The first question asked the department to account for enrollments reported, by telling us how many students were in first-year, in second-year, and in advanced (third- and fourth-year) courses. In many instances departmental figures did not agree with the enrollments reported by the registrar. A number of departments do not keep records of their enrollments and constructed estimates ex post facto of the registration in various courses. Because the total enrollments reported by the departments was 3.9% lower than the registrars' figures, we would assume that a number

of respondents tallied only those students who completed their courses. Although we have not calculated standard deviations that might be used in projecting a range of enrollment figures as compensation for possible faulty reporting, we should not that, as we expected, enrollments in the less commonly taught languages are somewhat underreported. Among the top twelve languages, only Latin reported a net figure of enrollments higher than that accounted for by the registrars. (Of the other languages, some departments of course claimed more registrations than their registrars reported, but these were offset by lower figures from other departments.) For the responses concerning 52 less commonly taught languages, departments reported a net gain over registrar figures of 146 enrollments in 20 languages. For 22 exotic languages, we discovered the kind of underreporting we had encountered for German in the 1977 survey: the registrar had failed to report all enrollments in a particular language. Many of these are small programs that may offer the language only on a tutorial basis, but one department reported 102 enrollments in Swedish that the registrar had not tallied. From our sample, the number of institutions that offer exotic languages that went unreported by the registrar are: two each in Armenian, Bengali, Bulgarian, Modern Greek, Hungarian, Romanian, Serbo-Croatian, and Swedish, and one each in Cambodian, Danish, Estonian, Finnish, Indonesian, Lithuanian, Persian, Polish, Sanskrit, Swahili, Turkish, Ukrainian, Urdu, and Vietnamese. Even among the top twelve languages, enrollments in Chinese and Ancient Greek were not reported by the registrars at three institutions each, in Arabic, German, and Japanese at two institutions each, and in Italian and Latin at one institution each.

Although the data from the first question could be used in conjunction with responses to another question to discover unreported languages, the main purpose of the question was to elicit information on the distribution of enrollments. Our overall tally yields a distribution of 60.1% in elementary courses, 22.9% in second-year courses, and 17.0% in advanced courses. If our sample--which, when adjusted for the disparity between departmental and administrative figures, accounts for 14% of undergraduate language enrollments nationwide--is representative of all enrollment patterns, then there are approximately 536,200 students in first-

year courses, 204,700 in second-year courses, and 151,900 registrations in third- and fourth-year courses. We hasten to point out that while the drop in enrollment figures between levels amounts to an apparent loss of 61.8% between first- and second-year courses and 25.8% between second-year and advanced courses, these figures do not represent actual attrition rates. We have not tallied students who begin their college language study at advanced levels, nor have we accounted for students who begin a second or third foreign language in their junior or senior year. And since the sample used for this projection deliberately includes institutions in which only first-year or first- and second-year instruction is available, this distribution pattern is skewed toward elementary enrollments.

Enrollment patterns differ among languages. Of the six most popular languages, four enroll less than 60% at the elementary level. Table 1 presents the distribution of enrollments for the six most commonly taught languages. Following the name of the language in column 1, column 2 presents the number of respondents in our sample reporting this language, the number of institutions nationally that reported instruction in this language, and a comparison of the two expressed as a percentage. Column 3 presents the total enrollments reported for each level by our sample. Column 4 expresses the distribution of enrollments among levels; these percentages have been used to project estimates of national enrollment figures at the first- and second-year levels, shown in column 6, rounded to the nearest hundred.

Our sample was constructed to seek equanimity among types of institutions, that is, we did not sample the larger institutions (where the bulk of enrollments tend to be) to any greater extent than the smaller ones, though the response rate of the former was better than that of the small colleges. Since we coded the questionnaires by degree offered and by full-time-equivalent (FTE) enrollment size, we can attempt to compare enrollment-distribution patterns by type of institution. When we remove the two-year colleges from our data base, we can use an encouraging move away from elementary instruction. Table 2 presents the distribution of enrollments in four-year colleges and universities and an estimate of advanced enrollments. In these institutions, French and Russian have the lowest concentration of

students in first-year courses; this finding for Russian is particularly encouraging in the light of the drastic decline in the study of russian over the last decade. We also find a high distribution of Russian enrollments at the advanced level; in fact, our sample tallied more advanced than intermediate registrations. We also note that, above the elementary level, Russian outdraws both Italian and Latin. (It may be that the defection rate of students of Russian is less responsible for the decline of that field than are institutional pressures to cut back programs.)

We find the community-college influence on enrollment distribution differs among languages. Of the six leading languages, we can consider the impact of data from two-year colleges on only five: only one institution of the 52 in our sample that reported registrations in Latin is a junior college. For the other languages, the impor[illegible] of the community-college data varies:

Of 142 institutions reporting enrollments in French, 39 (27.5% are two-year colleges;

Of 135 institutions reporting enrollments in German, 31 (23%) are two-year colleges;

Of 53 institutions reporting enrollments in Italian, 10 (18.9%) are two-year colleges;

Of 61 institutions reporting enrollments in Russian, 6 (9.8%) are two-year colleges; and

Of 147 institutions reporting enrollments in Spanish, 47 (32% are two-year colleges.

Among these colleges, the availability of intermediate instruction varies by language and by FTE size. table 3 shows the decreasing availability of intermediate language instruction as one looks from the larger to the smaller institutions. While our method of sample selection should have given us respondents that are representative of American higher education in general, the low number of two-year colleges reporting enrollments in some languages--especially when we further break the group down by institutional size--leads us to advise caution in interpreting some of these figures. (Insert table 3 about here.)

From our sample it is apparent that language offerings in two-year colleges are for the most part restricted to French, German, Italian, and Spanish, and of these only French and Spanish enjoy solid support. We should note that several other languages are available in community colleges, and some of these programs are strong, though they tend to be oriented to a local clientele. Of the 35 institutions in our sample that taught Chinese in fall 1980, 7 (20%) were two-year colleges. All but one of these were on the Pacific coast. Similarly, of the 32 institutions that reported enrollments in Japanese, 5 (15.6%) were two-year colleges, all on the Pacific coast. Other languages reported by our sample were Portuguese, reported by three two-year colleges; Hebrew, Norwegian, and Polish, each mentioned twice; and Modern Greek, Navajo, Swedish, and Tagalog, each mentioned once. Of four Tagalog programs reported, the others all at doctoral-granting universities, this one had the highest enrollment.

By and large the less commonly taught languages remain most available in universities. Arabic, Chinese, Japanese, Swahili, Ancient Greek, and Hebrew fare relatively well in the bachelor's-/master's-granting institutions: 21.1% of the institutions reporting Arabic were B.A./M.A.- granting institutions; 22.9% of those in Chinese; 29% of those in Japanese; 37.5% of those in Swahili; 38.6% of those in Ancient Greek; and 35.7% of those in Hebrew (the latter two largely at colleges affiliated with religious denominations. Hindi, Norwegian, Polish, Portuguese, Swedish, and Ukrainian were also reported by the B.A./M.A. group, but most exotic languages were reported only by doctoral-granting universities.

In his investigation of language programs in community colleges, my colleagueRichard Brod concluded that a critical mass of enrollment seemed necessary for success in building and maintaining language programs.[1] With a similar factor of institutional size in mind, I questioned the impact of size on enrollment distribution and the availability of continued instruction in three languages: French, German, and Russian.

Table 4 presents the results of this inquiry.

In the four-year colleges and universities, it would seem that, regardless of degree-granting status, enrollments in second-year courses relative to first-year courses are higher

in the smaller institutions. On this basis, we may seek institutional factors that miliate toward a student's remaining in a language sequence.

In the four-year institutions, the concept of critical mass apparently influences low-enrollment languages, much as institutional size affects enrollment in all languages in the two-year colleges. While the smaller institutions are most likely to restrict opportunity to continue the study of a less commonly taught language, the status of the commonly taught languages is considerably firmer in the four-year colleges than in their two-year counterparts of similar size.

We have resisted the temptation of equating a drop in enrollment rates between levels with attrition rates. A look at advanced enrollments in individual institutions reveals that a significant number of students are continuing to study a language acquired or studied previously: in the top six languages, 26% of the four-year institutions in the sample reported advanced enrollments in excess of their intermediate registrations. Table 5 shows that these percentages vary by language, from a low of 13.7% for Latin to a high of 32.7% for Russian. Table 5 also expresses the impact of these institutions on all enrollments in these six languages: e.g., 13.7% of the colleges and universities in the United States that teach Latin are responsible for 33% of all Latin instruction in four-year institutions. These departments also enjoy a significantly higher proportion of their enrollments at the advanced level than the average institution does.

We were tempted to suspect that degree requirements may have contributed to advanced-level enrollments on the part of students continuing with a language they had had in high school. But we note that this factor cannot act uniformly across institutions, as only 26% of our sample demonstrated relatively high advanced enrollments, and we had estimated that perhaps 60% of the colleges and universities have degree requirements.[2] Since the MLA's last definitive report on requirements was for academic year 1974-75,[3] it is difficult to assess the impact of requirements with any certainty. Nevertheless, with information from the 1975 survey, supplemented by the findings of ADFL questionnaires

distributed in 1978 and 1981, we attempted to determine the impact of requirements on these departments' enrollment statistics. The results, presented in the far right column of Table 5, indicate that the effect of requirements on enrollments in these institutions differed by language: as far as we could determine, 33% of the colleges and universities with heavy advanced registrations in Spanish have requirements, while 80% of those exhibiting this phenomenon in Latin have a degree requirement of some kind.

Although we have taken some pains, above, not to identify enrollment distribution with enrollment attrition, there will be some inclination to do so. Since the data we have provide the best available picture of attrition in registration, we shall offer some of our findings, faulty as they are. We looked at the two- and four-year colleges and universities that reported enrollments at both first- and second-year level and then subtracted from this group those institutions we could identify as having a degree requirement. The remainder should come close to providing a "free-market environment" for language study. Our chart presents the registrations reported by the institutions in our sample that do not have requirements and indicates the percentage drop in enrollment level from elementary to intermediate instruction. These data are presented in the hope that they will prove useful by enabling our readers to compare their own departmental enrollment patterns.

Our survey also attempted to elicit information on the number of students registered in several language courses simultaneously, as multiple registrations slightly inflate our estimate of the percentage of students involved in language study. The response rate to these questions was relatively poor, however, so we have not attempted to project the impact of multiple registrations on our national enrollment figures.

Our respondents did provide considerable information on literature-in-translation courses that were reported by registrars along with language registrations. These registrations have not been used in arriving at our distribution patterns. Table 6 presents data on overreports discovered by our sample. If our sample is representative of American higher education

in general, the finding that Russian is considerably overreported is significant. It would lead us to project that Ancient Greek has a higher total enrollment than Russian.

Implications

As with most research, our findings lead us to ask more questions and to recommend additional study. In a positive sense, the heavy distribution of enrollments at the first-year level confirms our attainment of egalitarian goals. If beginning language study is available in most college curricula, then in effect we have refuted any elitist image. The negative finding is of course the severe restriction of advanced-level offerings in some types of institutions. One respondent from a community college, apparently not realizing that we sent the same questionnaire to all types of institutions, remarked that obviously the department only taught first- and second-year courses because the institution is a junior college. Indeed, by far the great majority of two-year colleges teach at these only levels. But if they are restricted by compact with their funding sources from offering advanced language courses, then they fail to provide their students with the chance to continue studying a language begun in high school and they fail to offer any language-maintenance opportunity for the adult population. (Another community-college chairman, who forgave us for using the term "foreign language" in our inquiry about enrollments at his institution, reported more registrations in Navajo than were listed by any of the institutions in our data base; but none of these was in an advanced course.)

A small minority of institutions evidence a relatively low proportion of their enrollment at the elementary level. We should now seek information on the precise circumstances that contribute to continued language study. Are feeder patterns from high school to college a significant factor? Does the co-occurence of entrance and degree requirements contribute to continuing a previous language? How do requirements vary in their impact on different languages? The data we have on institutions with large advanced enrollments seem to indicate that Spanish does not benefit disproportionately from the existence of a requirement (Latin

seems to!), but we can not know whether this is so until we compare the distribution of enrollments among languages--their market shares, as it were--in colleges with and those without requirements. Readers are encouraged to submit suggestions for additional questions that should be asked in future surveys.

NOTES

[1]Richard I. Brod, "A Study of the Role of Foreign Languages in the Curriculum of Junior and Community Colleges in the United States," ADFL Bulletin, 13, No. 2 (1981), 37-44, especially p. 40.

[2][Richard I. Brod,] "Survey of Foreign Language Requirements," MLA Newsletter, 13, No. 3 (1981), 1.

[3]Richard I. Brod and Jeffrey H. Meyerson, "The Foreign Language Requirement—Report on the 1974-75 Survey," ADFL Bulletin, 7, No. 1 (1975), 43-48.

Table I. Distribution of Enrollments in the Six Most Commonly Taught Languages, Two- and Four-Year Institutions of Higher Education

Language	No. of IHE in Sample Compared with No. of IHE Reporting Enrollments in the Language	Enrollments in Sample Population		Distribution of Enrollments among Levels	Estimated No. of Enrollments Nationally*
French	142 of 1,828 (7.8%)				
		1st yr:	17,462	54.9%	133,200
		2nd yr:	8,383	26.4%	63,900
		adv.:	5,973	18.8%	
German	135 of 1,391 (9.7%)	1st yr:	12,481	59.3%	72,500
		2nd yr:	4,810	22.9%	28,000
		adv.:	3,761	17.9%	
Italian	53 of 528 (10%)	1st yr:	4,125	76.0%	25,800
		2nd yr:	789	14.5%	4,900
		adv.:	517	9.5%	
Latin	52 of 535 (9.7%)	1st yr:	2,513	69.6%	16,900
		2nd yr:	730	20.2%	4,900
		adv.:	368	10.2%	
Russian	61 of 472 (12.9%)	1st yr:	2,130	55.0%	12,500
		2nd yr:	872	22.5%	5,100
		adv.:	874	22.5%	
Spanish	147 of 1,953 (7.5%)	1st yr:	25,158	59.8%	222,500
		2nd yr:	9,780	23.3%	86,500
		adv.:	7,117	16.9%	

*Rounded to nearest hundred.

Table 2. Distribution of Enrollments in the Six Most Commonly Taught Languages, Four-Year Colleges and Universities

Language	First-Year	Second-Year	Advanced	Estimated No. of Advanced Enrollments, Nationally*
French	52.0%	26.9%	21.1%	43,300
German	57.3%	23.2%	19.6%	20,800
Italian	74.7%	13.9%	11.4%	3,200
Latin	69.4%	20.3%	10.2%	2,400
Russian	53.3%	23.2%	23.5%	5,100
Spanish	55.9%	23.3%	20.8%	57,500

*Rounded to nearest hundred, this estimate is based on the proportion of advanced enrollments reported here and the undergraduate registrations in four-year colleges and universities, reported in the preceding issue of the ADFL Bulletin, 31-36.

Table 3. Two-Year Colleges Reporting Registrations in Both Elementary and Intermediate Language Courses

Language	Size of Sample Reporting Elementary Enrollments	Institutions Reporting Intermediate Enrollments					
		FTE Enrollment 10,000-20,000		FTE Enrollment 2,000-10,000		FTE Enrollment under 2,000	
		No.	%	No.	%	No.	%
French	40	6 of 6	100%	11 of 17	69%	10 of 17	59%
German	31	4 of 6	67%	10 of 16	63%	3 of 9	33%
Italian	10	2 of 4	50%	4 of 6	67%	none in sample*	
Russian	6	1 of 3	33%	0 of 3	0%	none in sample*	
Spanish	46	5 of 5	100%	13 of 17	76%	17 of 24	71%

*No two-year college of this size reported enrollments in either elementary or intermediate courses.

Table 4. Drop in enrollment Rates and Availability of Intermediate Instruction, By Size of Institution

Type of Institution	No. in Sample Fr.	Ger.	Russ.	Percentage Drop in Enrollment Level, 1st to 2nd Yr., at IHE Offering Both Yrs. Fr.	Ger.	Russ.	% of Sample Not Offering Intermediate Courses Fr.	Ger.	Russ.
A 2	5	6	3[2]	71.1	58.1	--	0	33.3	66.7
A 3	16	16	3[2]	69.4	70.8	--	31.3	37.5	100
A 4	17[2]	9	0	45.7	76.8	--	41.2	67	--
B 1	1[2]	0	0	--	--	--	--	--	--
B 2	5	6	7	60.9	67.4	26.5	20[4]	0	42.9
B 3	27	23	7	52.3	59.3[3]	48.1	4[4]	4.3	57.1
B 4	34[2]	29[2]	7	19.6	36.1[3]	51.9	13.3	13.8	14.3[4]
D 1	2[2]	4[2]	6	--	--	75.3	0	0	0[4]
D 2	5	5	7	68.8	64	71.8	0	0	14.3
D 3	8[2]	12	6	33.6	56.2	54.3	0	0	0
D 4	3[2]	5	0	--	43	-	0	40	--
P 1	8	10	5	57.6	60.2	66.7	0	0	0
P 2	5[2]	7[2]	6[2]	39.4	49.1	56.5	0	0	0
P 3	4[2]	2[2]	2[2]	--	--	--	0	0	0

Notes

[1]Key: A = two-year college; B = institution grants up to the master's degree; D = institution grants a doctorate in a field other than this language; P = institution grants a doctorate in this field; 1 = FTE enrollment over 20,000; 2 = FTE 10,000-20,000; 3 = FTE 2,000-10,000; 4 = FTE under 2,000

[2]Fewer than five institutions in the sample; data for drop in enrollments not analyzed.

[3]One or more respondents registered higher enrollments at the intermediate level than at the elementary level.

[4]One institution did not report intermediate enrollments but did report advanced enrollments. This institution has not been counted in calculating percentages.

Table 5. Four-Year Colleges and Universities with Advanced Enrollments in Excess of Intermediate Enrollments

Language	Institutions of Higher Education (IHE) with Advanced Enrollment Greater than Intermediate Enrollment		Advanced Enrollment as Percentage of Language Enrollment at these IHE	Percentage of Enrollment Held by these IHE	Percentage of these IHE with Degree Requirement
	No.	%			
French	26	28.2	30.1	32.0	42.3
German	22	25.0	28.8	30.8	45.5
Italian	7	20.9	34.5	43.5	57.1
Latin	5	13.7	19.3	33.0	80.0
Russian	14	32.7	34.5	11.8	50.0
Spanish	27	30.0	32.0	30.6	33.3

Table 6. Estimate of Literature-in-Translation Registrations Counted among Registrars' Reports of Language Enrollments

Language	IHE Reporting Lit. in Transl. as Part of Registrars' Figures		Percentage of Enrollment in Sample Accounted for by Subject IHE	Probable Range of Overreport, in Percent
	No.	%		
Chinese	5	14.3	22.4	2.8-2.9
French	20	14.2	12.7	1.5
German	22	16.2	17.0	3.4
Greek, Ancient	2	4.7	6.9	1.8-2.2
Italian	8	15.4	15.4	14.2-16.5
Japanese	4	12.5	20.6	1.2-1.3
Latin	2	3.8	15.3	1.6
Portuguese	2	8.7	18.8	1.5
Russian	19	29.7	17.2	16.3-17.9